



Preventing Bullying Policy 2019/20

Date of Approval	Date of Review
April 2019	April 2020
Status and Review Cycle	Non-Statutory Annual

Purpose

South Camberley is an inclusive school, committed to welcoming all children from our local community. Excellent behaviour is expected and is a collective responsibility – it helps everyone to learn, keeps everyone safe and improves enjoyment of school. Our Behaviour Policy is established, understood and must be adhered to by the whole school community. The ethos of the school, as reflected in the Behaviour Policy, incorporates measures which we hope will prevent bullying. However, all members of our community recognise that bullying can still occur. When it does, we aim to

- Provide a safe environment in which incidents can be reported confidently
- Ensure the pupil who has bullied is helped to feel safe
- Demonstrate to all pupils that bullying is taken seriously
- Ensure that all teachers respond consistently and calmly to incidents of bullying
- Protect and support all parties whilst we resolve issues
- Encourage the perpetrator of the bullying, and those who have colluded, to behave in a more acceptable way, in line with our school expectations
- Monitor interventions and follow up appropriately at an individual, group and whole school level

What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group. It is persistent and repeated. Bullying can take many forms, including:

- Emotional
intimidating, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical
pushing, kicking, hitting, punching or any use of violence
- Verbal
name-calling, sarcasm, spreading rumours, teasing
- Racist
racial taunts, graffiti, gestures
- Sexual
unwanted physical contact or sexually abusive comments
- Homophobic
because of, or focussing on the issue of sexuality
- Virtual
use of email or texts

Conversely, bullying is **not**:

- Teasing or 'banter' between friends, where there is no repeated intent to cause harm or distress
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have enjoyed or agreed to

Legal Context

The Education (Independent School Standards) (England) Regulations 2010 (Schedule 1 part 3 paragraphs 9 and 10) provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst students.

The Equality Act 2010 states that public bodies must: 'eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act'.

The Children Act 1989 states that 'a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal Law: although bullying in itself is not a specific offence in the UK, some types of harassing or threatening behaviour could be e.g. under the *Malicious Communications Act 1988* it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.

Managing possible incidents of bullying

When an incident of possibly bullying is reported, we adopt a “No Blame” Approach. We seek to understand the problem and to resolve it in a positive manner, which encourages responsibility as set out below:

1. Interview with the Victim

When the teacher finds out that bullying has happened, the starting point is to talk to the victim about their feelings. They may wish to disclose what has happened, but the only essential information to be collected is who was involved and the emotional impact it has had on the victim.

2. Meeting with those involved

The teacher arranges to meet with the group of pupils who were involved. This may include some bystanders or colluders who joined in but did not initiate any bullying.

3. Explain the problem

The way the victim is feeling is described. This may be through a variety of means, such as a piece of writing or drawing to share the distress. No allocation of blame is placed on the group.

4. Share responsibility

The teacher does not attribute blame but explains that the group are responsible people and can do something about it.

5. Ask the group for their ideas

Each member of the group is encouraged to suggest ways in which the victim could be helped to feel happier. The teacher gives positive responses but does not extract a promise of improved behaviour.

6. Responsible problem solving

The teacher ends the meeting by passing over the responsibility to the group to solve the problem and arranges to meet with them again to see what progress has been made.

7. Meet the pupils again

A short time later the teacher discusses with each student, including the victim, how things are now. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

We do recognise that on some occasions the above method may not solve the problem. In such cases appropriate sanctions from our Behaviour Policy will be fully implemented.

Working with Parents

It is the responsibility of the class teacher to inform the parents of the parties involved as soon as possible and meet with them to ensure that they are confident with how the difficulty is being dealt with. The Executive Headteacher, Head of School, Assistant Head and SENCO will be made aware of the problem and the proposed strategies. If the situation becomes very difficult, mentors will be appointed and, where necessary, outside agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents.

The use of force to control or restrain pupils

Very occasionally physical restraint may be required to control a pupil. Staff may use reasonable force to control a pupil from:

- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to maintaining good order and discipline

Preventing Bullying

South Camberley is a ‘telling school’. We promote all children to speak up if they witness bullying. We recognise that pro-active strategies to prevent bullying include:

- Providing a happy and caring environment in which to learn, where each member of the school community is personally valued and where pupils are able and encouraged to develop self-respect and self-control

- Supporting pupils to acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- Developing physical and social skills and aesthetic appreciation.
- Encouraging moral values
- Promoting respect for and tolerance of others, regardless of differences of race, gender, culture or religion and upholding fundamental British values.
- Encouraging pupils to work together and participate fully in the life of the school and the community.
- Making pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including: Drama, English, PSHE and RE, as well as the occasional presentation as available by outside companies and, in addition, by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes. The Online Safety Policy addresses the area of cyber-bullying.
- Informing parents about the school's procedures for dealing with bullying through the publication of this policy on the school website.
- Promoting key people to talk to via posters and signs around school.

Dealing with bullying behaviour and those affected

- Class teachers will report all incidents of alleged bullying to members of the school safeguarding team via a CPOMS report, regardless of whether it is found that the situation is not bullying.
- All incidents judged to be bullying will be passed to the Assistant Head or Head of School, who will interview each of the pupils involved. The details of these interviews will be recorded on CPOMS.
- Dependant on the nature, frequency and severity of the bullying, the Assistant Head, Head of School or Executive Headteacher will decide on a course of action in accordance with the school's Behaviour Policy.
- 'Circle Time' may be used as a method of supporting pupils to understand the cause of and solutions to the bullying behaviour. This involves a teacher/Assistant Head/Head of School/Executive Headteacher bringing together a group of pupils involved or affected to discuss how they can help and move forward. This group may include the child who is bullying.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored by class teachers.
Depending on the nature and frequency of the bullying incidents, the parents of the child affected and the child who is bullying may be contacted, with the intention of attempting to eliminate the repetition of such incidents.
- Where necessary, further support may be sought by staff members from the Governing Body.
- Where parents are recognised as allowing or condoning bullying, considerations will be made by the school under its Child Protection procedures.
- A report is made to the Local Governing Body each term stating the number and nature of bullying incidents.

Equal Opportunities

Pupils will have this policy shared and explained to them each academic year. Parents will have the policy shared with them annually.

All incidents will be considered individually and we will consider all aspects prior to making decisions. We do not label children as bullies and we encourage all parents not to.

If it is proven that a pupil has exhibited bullying behaviour, we will work with the child and family to support their behaviour and positive future development.

Review

This policy is subject to an annual review.